

STUDENTS ARE STRUGGLING WITH WRITING

Poorly written applications
are likely to doom
candidates' chances for
employment.

National Commission on Writing
2005

College Board National
Commission on Writing

Whether it's an e-mail memo or a
complex report, fully one-third of the
U.S. workforce does not meet the
minimum requirements of the jobs
they currently hold.

Writing remediation costs American businesses as much as \$3.1 billion annually.

TOP SIX WRITING PROBLEMS

- ♦ Accuracy
- ♦ Clarity
- ♦ Spelling
- ♦ Punctuation
- ♦ Grammar
- ♦ Conciseness

Writing is not a frill for the few, but an *essential skill* for the many.

National Commission on Writing
2003

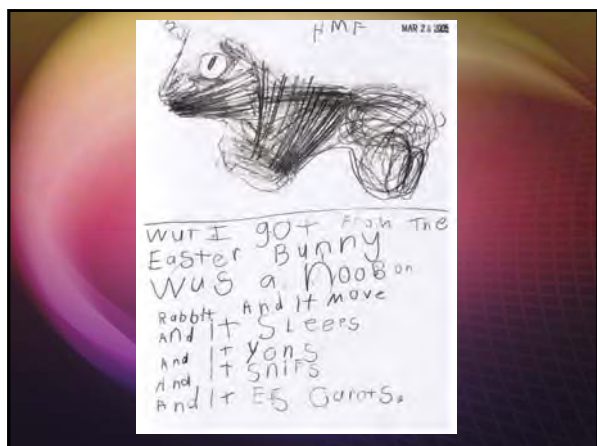
Why do Students Struggle with Writing?

- ♦ Think quietly for a moment: Why do YOU think students struggle with writing?
- ♦ Make a list

Now...

- ♦ Cross off the ones over which you have no control.
- ♦ Circle the ones over which you can exert some influence.
- ♦ Put a STAR next to the ones over which you have direct control.





Writing Before Reading?

First graders are not well positioned for reading. They can read only the words they have learned to read or can sound out - a fairly small lexicon. But they beautifully positioned for writing. They can *write* all the words they can say. Even younger children who don't know the alphabet can write if they have seen other people write. They just scribble, scribble, scribble - but with meaning, they can "read" their writing back to you.

- Peter Elbow
From "Writing First"
Published in Educational Leadership, Oct. 2004

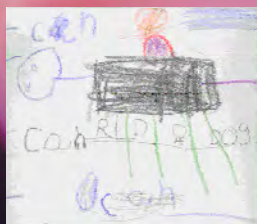
Points to Ponder When Assessing Young Writers

Remember that Learning is a Process





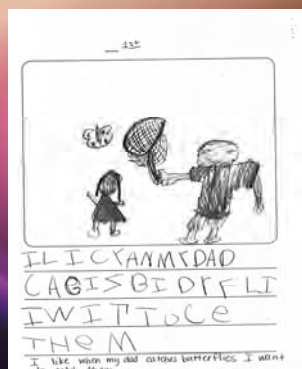
THE STAGES OF WRITING DEVELOPMENT



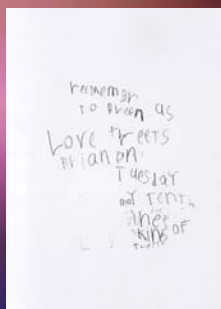
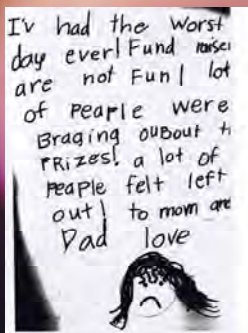
PREWRITING

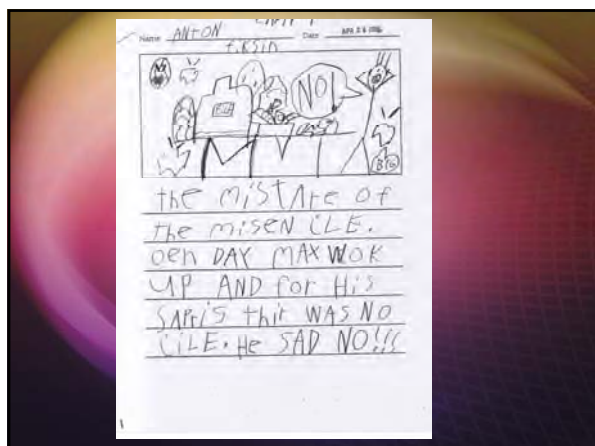


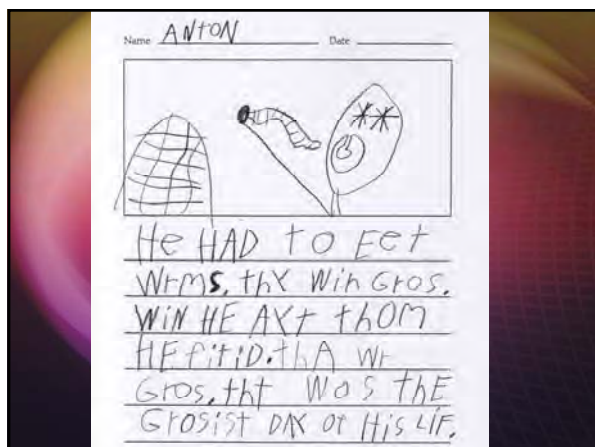
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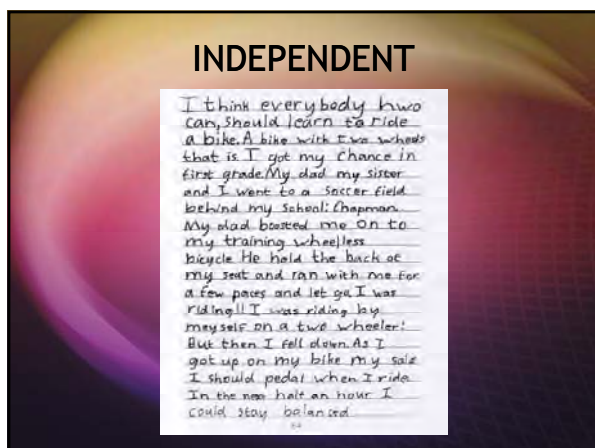


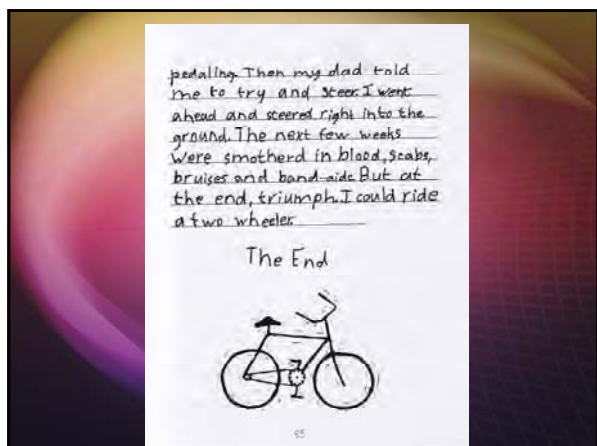
DEVELOPING












**Provide Daily Sustained Time
to Write and Confer**




Writing requires a daily commitment.
-Regie Routman

**Structure of
Writer's Workshop**


- ♦ MINI-LESSON
- ♦ INDEPENDENT WRITING TIME
- ♦ MID-WORKSHOP TEACHING POINT
- ♦ CONFERRING
- ♦ WHOLE-CLASS SHARE

Donald Graves

"If we don't teach writing at least four days a week for at least forty-five minutes, we shouldn't bother to teach it at all."



National Writing Commission



Recommends that schools double the amount of time spent writing at every grade level.

Structure of Writer's Workshop

- ♦ MINI-LESSON
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CONFERRING



- ✓ Short and Focused
- ✓ Student-oriented so that the writer does most of the talking
- ✓ An opportunity to work on *one* writer's problem, not the world of writing.

WHY HAVE A CONFERENCE?

- ♦ To celebrate
- ♦ To validate
- ♦ To encourage
- ♦ To nudge
- ♦ To teach
- ♦ To assess
- ♦ To set goals

Regie Routman

One of the best examples of good teaching I have ever encountered was with a golf professional. On my first lesson he said, "Here is a bucket of balls...hit 'em." A few minutes later, he wandered back and quietly said, "Keep hitting them, only this time keep your head down, eye on the ball." By the next bucket of balls, he had introduced one more skill for the day...no more. Before a few weeks were out, he had quietly attended to my feet, grip, shoulder level, and follow through. A few years later, I realized with a start that every single one of my problems was visible on the first lesson. If he had attended to all of them that first day, I would probably have missed the ball completely and resigned in disgust from every playing golf again.

Donald Graves Writing: Teachers and Children at Work

Teaching Tips for Conferring and Evaluating Regie Routman

- ♦ Always focus first on what the writer has done well.
- ♦ For the first reading, don't look at the child's paper.
- ♦ Put your pen or pencil aside.
- ♦ Consider how much support the child will require.
- ♦ Watch your language of response.

CONFERENCE RECORD


Child's Name: _____			
Date	Research/ Compliment	Teaching Point	What is next?
	<i>What Strategies did I notice the child using independently?</i>	<i>What's the strategy I taught the child in today's conference?</i>	<i>What strategies could I teach the child in the future?</i>

Created by April Willard


CONFERENCE RECORD SHEET

I am working on...	I can...

Don't Underestimate the Power of Encouragement



Vicki Spandell in Creating Writers:



Gentle, gradual encouragement is among the most effective of all teaching strategies.

We have more or less abandoned this approach in much of our formal instruction, but most of us, if we think about it, instinctively know the power of a teacher who believes absolutely in our capability.

I've assessed... now what??

